Principal’s foreword

Introduction

It gives me great pleasure to present the 2011 School Annual Report for Mount Samson State School. At Mount Samson State School we are committed to our motto ‘Learning for Living’, and we deliver this through:

- High academic expectations;
- A safe supportive environment;
- Strong partnerships between our staff and school community.

This report provides an overview of the school and its operations. It also contains data relating to the staff profile, parent and student satisfaction and student performance on standardised tests. I encourage you to read this report and make an appointment at the school if you would like more information.

Peter Lewis
Principal Mount Samson State School June 2012

School progress towards its goals in 2011

The key priorities identified in the 2011 Annual Improvement Plan were to:

- Implement recommendations of 2010 Teaching & Learning Audit
- Maintain and improve literacy and numeracy learning outcomes for all students
- Ensure ACARA is implemented within agreed timelines
- Align staff professional development to school priorities
- Maintain high supportive environment and school climate

The school maintained a high level of performance on NAPLAN (see NAPLAN in this report). The school implemented an action plan to address the recommendations of the 2010 Audit report. The school improved or maintained its ratings across all domains in the 2011 Audit. Staff development was heavily geared towards the implementation of Australian Curriculum in English, Maths and Science. The school ensured programs were in place in all other key learning areas. The school opinion survey continued to show a high level of parent, student and staff satisfaction.
Future outlook

The key priorities for 2012 as identified in the 2012 Annual Improvement Plan are:

- To implement ACARA in the subject areas of English, Maths & Science
- To promote a culture of continuous improvement and feedback within the school
- Improve school performance in spelling and inferential reading
- To target resources to maximise student learning and engagement
- Continue to promote positive school culture
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered: Prep - Year 7
Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>252</td>
<td>131</td>
<td>121</td>
<td>95%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

The school has grown significantly in enrolments over the past 5 years, particularly in the lower primary. This has necessitated an enrolment management plan which came into effect at the start of 2009. Whilst the school has traditionally drawn enrolments from outside the geographic catchment, future enrolments from outside the catchment will be limited by the capacity of the school’s facilities. The school’s student body is very stable, with very few students moving into the school or leaving the school throughout the year (95% enrolment continuity Feb – Nov). The ICSEA (socio-economic index) of the school is 1079, above the national mean of 1000.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>21.2</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>25.8</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>NA</td>
</tr>
<tr>
<td>All Classes</td>
<td>22.8</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>0</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

The school's curriculum plan is based around the eight key learning areas identified in the Queensland Studies Authority syllabuses. These are:

- English
- Mathematics
- Science
- Studies of Society and Environment (SOSE)
- Languages Other Than English – Chinese (LOTE)
- Health and Physical Education (HPE)
- Arts (including music)
- Technology

The school has a KLA-based approach to the teaching of all these key learning areas in line with the new Australian Curriculum. We have stand alone programs for maths, science and English in 2011 and in 2012 these are based on the Curriculum into Classroom (C2C) units designed by Education Queensland and modified for use at our school. The areas of PE, music and LOTE (Year 6/7 only) are covered with the use of specialist teachers.

Extra-curricular activities include:

- Before school running and triathlon program
- Instrumental music program, school band and choir
- Opportunity to compete in the University of NSW English, Spelling, Writing and Mathematics competitions
- Week long school camp for Years 6/7 (Alternates between Canberra and Tallebudgera Beach School)
- Two night camp for Years 4/5 (Alternates between Stanley River Environmental Education Centre and Ewen Maddock Dam)
- Arts Council, Life Education and selected curriculum excursions relating to classroom units
- Interschool sport for Years 6-7
- Chaplaincy program

The school operates a computer lab (25 computers). Workstations are also located in all classrooms. All classrooms have interactive whiteboards. ICT is used to support learning in all the other key learning areas. The emphasis is on using computers and Information Communication Technologies (ICTs) to enhance and support work being done in other curriculum areas.
Social climate

The school prides itself in the social climate. In 2011 89% of parents on the School Opinion Survey indicated they were satisfied with the school climate compared with 77% across all Queensland State Schools. The school’s responsible behaviour plan is built upon the six pillars of good character (trustworthiness, respect, responsibility, fairness, caring & citizenship). These are reinforced in classroom SOSE and Health units and each day at 11:30am the whole school has a "Six Pillar" parade where these character traits are reinforced.

Parent, student and teacher satisfaction with the school

The school continues to have a high level of student, parent and staff satisfaction when compared with other schools and similar schools. Satisfaction measures for key performance measures in the 2011 School Opinion Survey are shown below.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>76%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>75%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child's school</td>
<td>96%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>69%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>96%</td>
</tr>
</tbody>
</table>

Involving parents in their child's education
The school's P & C meets monthly and this body is used for consultation and feedback on all aspects of school operations. The P & C also provides financial assistance to the school for specific projects. In 2011 this included purchasing of books for classroom use, chaplaincy, subsidies for excursions and supporting end of year functions for the school students. The school actively encourages parents to work in classrooms to provide reading support, drama and art activities. The school runs information sessions for parents on curriculum issues. The weekly newsletters and assemblies provide an opportunity for parents to receive regular communication from the school. It is common for a weekly school assembly to be attended by 50 or more parents.

**Reducing the school's environmental footprint**

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

The school has a School Environmental Management Plan (SEMP). We have a program in place where energy consumption is monitored by each class. The school has been successful in gaining Solar Schools grants and we now a 5.6Kw system.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity KwH</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>43,533</td>
<td>0</td>
</tr>
<tr>
<td>2010</td>
<td>25,407</td>
<td>0</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>71%</td>
<td>N/A</td>
</tr>
</tbody>
</table>
## Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>22</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>16</td>
<td>7</td>
<td>0</td>
</tr>
</tbody>
</table>

## Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>19</td>
</tr>
<tr>
<td>Diploma</td>
<td>3</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $2984. This does not include the cost of replacing staff, which was taken from the school’s flexible staffing budget.

The major professional development initiatives are as follows:

Whole school mandated professional development was heavily concentrated on preparation for the implementation of the Australian Curriculum and moderation of assessment to ensure a consistent assessment and reporting framework across the school. Optional professional development was available to all staff in ICT use in the classroom. Staff meetings alternated between curriculum meetings and business meetings.

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at http://www.myschool.edu.au/.

To access our income details, click on the My School link above. You will then be taken to the My School website with the following ‘Find a school’ text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector

Government

Non-government

SEARCH

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 94%. The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>92%</td>
<td>96%</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td>96%</td>
<td>93%</td>
<td>95%</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

Student Attendance Distribution

The proportions of students by attendance range.

![Attendance Distribution Graph]

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Rolls are marked twice daily. Children are marked as late if they arrive after 9:00am and as an early departure if they leave prior to 2:30pm. Where students are absent for longer than 3 days without explanation the school will attempt to contact the parents. If parents are unable to be contacted after three weeks the authorities are notified.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at http://www.myschool.edu.au/.
To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following ‘Find a school’ text box.

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

Achievement – Closing the Gap

The school has less than 5 indigenous students. The school has an expectation that outcomes for indigenous students will be similar to those of the total school population. Where necessary, extra support is provided to these children to assist in achieving this objective.